



## **Week 2 Assignment: Mining for Data**

### **Overview**

In this week's lecture, we discussed the Texas accountability system and the Academic Excellence Indicator System (AEIS) as a school improvement tool in relation to No Child Left Behind. This week, you will perform Step 2 of the comprehensive needs assessment, which you will use later to develop a campus action plan.

In this assignment, you will explore the Academic Excellence Indicator System (AEIS) data, locate reports that are critical to your campus improvement team, and compare your selected campus' performance to AEIS standards. Your goal in completing this data analysis is to determine areas of strength and weakness and identify patterns and trends at your selected campus.

**Rubric**

Use the following rubric to guide your work.

Tasks	Accomplished	Proficient	Needs Improvement	Unacceptable
<b>Week 2 Assignment: Mining for Data (ELCC 2.2 a., b., c.; 2.3 a., c.)</b>				
<b>Part 1: Campus Report Summary</b>	Conducts detailed comparison of scores in each subject, subgroup, and grade level to the standards for Acceptable, Recognized, and Exemplary. <b>(10 points)</b>	Compares scores in each subject, subgroup, and grade level to the standards for Acceptable, Recognized, and Exemplary. <b>(8 points)</b>	Does not compare scores in each subject, subgroup, and grade level to the standards for Acceptable, Recognized, and Exemplary. <b>(7 points)</b>	Does not summarize Campus Report. <b>(0 points)</b>
<b>Part 2: Campus Group and CI Report Summary</b>	Conducts detailed comparison of scores in each subject to the standards for Acceptable, Recognized, and Exemplary. <b>(10 points)</b>	Compares scores in each subject, subgroup, and grade level to the standards for Acceptable, Recognized, and Exemplary. <b>(8 points)</b>	Does not compare scores in each subject, subgroup, and grade level to the standards for Acceptable, Recognized, and Exemplary. <b>(7 points)</b>	Does not turn in this portion of assignment. <b>(0 points)</b>
<b>Part 3: Multi-Year History Report Summary</b>	Successfully notes trends and/or patterns in campus AEIS data. <b>(10 points)</b>	Notes one trend and/or pattern in campus AEIS data. <b>(8 points)</b>	Does not note trends and/or patterns in campus AEIS data. <b>(7 points)</b>	Does not turn in this portion of assignment. <b>(0 points)</b>
<b>Part 4: AEIS Chart Completion</b>	Completes all applicable data in three AEIS Comparison Charts. <b>(10 points)</b>	Completes all applicable data in two AEIS Comparison Charts. <b>(8 points)</b>	Completes all applicable data in one AEIS Comparison Chart. <b>(7 points)</b>	Does not turn in this portion of assignment. <b>(0 points)</b>
<b>Part 5: Area of Strength</b>	Identifies one area of campus strength and two areas of weakness from AEIS data, and explains choices with detailed elaboration. <b>(10 points)</b>	Identifies one area of campus strength and two areas of weakness from AEIS data, and explains choices with some elaboration. <b>(8 points)</b>	Identifies one area of campus strength and two areas of weakness with no elaboration <b>(7 points)</b>	Does not turn in this portion of assignment. <b>(0 points)</b>

<b>Mechanics</b>	Few errors in grammar, spelling, or punctuation. <b>(5 points)</b>			Multiple errors in grammar, spelling or punctuation. Responses lack clarity and depth. <b>(0 points)</b>
------------------	---	--	--	--

## Part 1: Campus Report Summary (ELCC 2.1 a.; 2.2 a., & c.)

A critical skill for an instructional leader is the ability to use data-based decision making. You will practice this skill in this Application assignment as you collect data in preparation for creating an action plan for school improvement. In this section, you will select a school—ideally one in which you work—and review its AEIS data.

### Directions

1. Navigate to <http://www.tea.state.tx.us/perfreport/aeis>. On the left side of the Web page, select the most current AEIS data.
2. When the next screen appears, click “Campus Report” on the left.
3. Complete the form to select a campus and access a campus AEIS Report. Then click continue.
4. Print out the Campus Report (**Choose PDF format**).
5. Carefully review the data, and familiarize yourself with the format. Study Section I and Section II by row, title, and column heading so that you will know where to locate specific information.
  - Look for increases and decreases in the two-year comparison provided
  - Review each indicator on the report, and compare your campus performance on each indicator to the standards for Unacceptable, Acceptable, Recognized, and Exemplary ratings
6. Summarize your Campus Report findings in the workspace below.

### Campus Report Summary Workspace

The 2010 Accountability Rating for Liberty Hill Junior High is Exemplary. To receive an Exemplary Rank the school must meet 4 criteria:

- **TAKS Test** passing with at least a 90% overall and on each of the five subsections ((Reading/ELA, Writing, Social Studies, Mathematics, and Science); in addition, each "subgroup" (African American, Hispanic, White, and Economically Disadvantaged) must also meet the 90% percent criterion overall.
- **TAKS M** passing with at least 90%
- **Completion Rate** - At least 95% of all students, as well as 95 percent of each subgroup listed under the TAKS test,
- **Dropout Rate** - No more than 1.8% of all students, as well as no more than 1.8% of each subgroup, can have dropped out of school.

Test Scores in all test areas met the requirement using the Texas Projection Measure (TPM) as a final indicator: All Grades Tested - Reading 99%, Math 98%, Writing 98%, Science 98%, Social Studies 99%. TAKS M test scores that were used for the Exemplary status were Reading 99% and Math 91%. The scores for TAKS M Writing, Science and Social Studies did not represent populations large enough to be used in the measure. The completion rate for the campus was 99.8% with a dropout rate of .3%.

Based on the 2 year comparison most testing areas showed an increase in scores or stayed the same. The most significant increase was in the area of Science which went from 84% in 2009 to 89% in 2010. Using TPM the Science score was 98% which qualified the school for an Exemplary Accountability

rating. Another interesting result was in the area of Math where the male population scored an 83% while the female population scored >99%. Even the Special Ed Math score of 91% was higher than the male score.

The scores for all tests, based on the Standard Indicator, was 90% and using TPM was 97%. Using TPM had a slight affect for the school and since this allowance will no longer be used in 2011 it will be interesting to see if the school is able to maintain the Exemplary rank.

Liberty Hill Junior High also received Gold Performance acknowledgments, which is an additional ranking system, used to rank campuses and districts in Texas. The Texas Education Agency (TEA) awards Gold Performance Acknowledgements to schools for performance for additional categories not included in the accountability ratings system. Liberty Hill Junior High was recognized with Commended in Reading/EL, Writing, Science, social Studies and Comparable Improvement for Reading and Mathematics.

**Part 2: Campus Group and CI Report Summary (ELCC 2.1 a.; 2.2 a., b.; 3.3 c.)**

Prior to completing this part of the assignment, review “Appendix F – Campus Comparison Group” in the Week 2 Reading: **2010 Accountability Manual**.

**Directions**

1. Navigate to <http://www.tea.state.tx.us/perfreport/aeis>
2. Select the most recent year’s report from the column on the left. Next, click on “Comparable Improvement” (left column). In the text, click on the highlighted words “Campus Group and CI Report.”
3. Complete the form to select a campus and access a “Campus Group and CI Report.” Select **PDF format** because this is the format used on the TExES Principal Exam. Then click continue.
4. Print out the “Campus Group and CI Report.”
5. Carefully review the data, and familiarize yourself with the format.
  - What quartile is your campus in for each subject?
  - What does this tell you about the performance of our campus compared to others with your same or similar demographics?
6. Summarize your “Campus Group and CI Report” findings in the workspace below.

**Campus Group and CI Report Summary Workspace**

Liberty Hill Junior High is in Quartile 1 for both Reading and Math in the 2009-2010 Comparable Improvement Report. About  $\frac{1}{4}$  of the compared districts were Quartile 1. The campus is performing better than  $\frac{3}{4}$  of the other schools with a comparable size and demographics. Reviewing the average demographic data, Liberty Hill is most unlike other schools in the area of Economically Disadvantaged where the average from the comparable schools is 32.8% and Liberty Hill is lower at 24.6%. Liberty Hill has a small population of disadvantaged students but based on the Quartile 1 placement, scores from this population are not affecting the overall commended performance.

**Part 3: Multi-Year History Report Summary** (ELCC 2.1 a.; 2.2 a., b., c.; 2.3 a., b., c.)**Directions**

1. Navigate to <http://www.tea.state.tx.us/perfreport/aeis>.
2. On the left, click Multi-Year: Schools.
3. Complete the form to select a campus and access a campus “Multi-Year History Report.”
4. Select the most current span of years in **PDF format** because this is the format used on the TExES Principal Exam. Then click continue.
5. Print out the “Campus Data Multi-Year History.”
6. Carefully review the data, and familiarize yourself with the format.
  - Look for increases and decreases in performance by subject, grade level, and subgroups. Compare **campus** results with state, district, and campus group.
  - Note patterns and/or trends you see over time.
7. Summarize the patterns and/or trends noted in the data in the workspace below.

**Multi-Year History Report Summary Workspace**

Liberty Hill has shown significant improvements over the 2003-2010 comparison period. With the exception of Science all subjects have shown improvement. The most significant change is in the sub-population represented by the Economically Disadvantaged who showed an overall improvement from 55% to 86% on all tests during the reporting period.

The greatest improvement for the Economically Disadvantaged was on the Math test where scores improved from 64% to 93%.

Overall there has been a steady improvement of scores since 2003. The improvement is consistent across the district and as compared with scores across the state. The state change since 2003 for all tests indicates an increase of 30 percent. Science scores held steady with no change in the school but overall an improvement of 27% in the district and a 41% increase in the state.

The new accountability system will begin with the 2013 and 2014 accountability ratings. It will be interesting to see how the district performs with the new standards and if it will continue to make positive strides with AYP and AEIS. In addition the use of Texas Projection Measure (TPM) will be discontinued in 2011 so districts will have to work harder to maintain AYP.

**Part 4: AEIS Comparison Chart – All Grades Tested (ELCC 2.1 a.; 2.2 a., b., c.; 2.3 a., b., c.)**

In the next section of the assignment, complete three charts using AEIS data: one for your selected campus; a second for a selected grade level; and a third for other campus factors.

**Directions**

Review Table 7 from the 2010 Accountability Manual

<http://ritter.tea.state.tx.us/perfreport/account/2010/manual/table7.pdf> for information to assist with this assignment.

In each of the four charts below, record the standard for performance on the AEIS base indicator. Next, measure your campus performance against the AEIS standard. See the Accountability Manual for the most current standards for each AEIS indicator.

For example, for a campus to be rated “Acceptable” according to 2010 standards, its students must have scored 70% on the ELA/Reading portion of the Texas Assessment of Knowledge and Skills (TAKS). Suppose your campus scored 65%. Then you would measure your campus against the standard by subtracting 65 (your campus score) from 70 (the Acceptable standard for that indicator). There would be a difference of -5. In other words, your campus still has some work to do before it meets the standard. There are additional ways to achieve certain ratings under the Required Improvement (RI), the Texas Projection Measure (TPM), and Exceptions rules that are addressed in the Accountability Manual, but for now, look strictly at the standards noted above.

Note: The Texas Projection Measure (TPM) will no longer be used after 2010, according to Commissioner of Education, Dr. Robert. Scott (*Houston Chronicle*, April 2011).

For a campus to be rated exemplary, the campus must score at least 90% in all applicable areas. Suppose, however, that your campus scored 95%. Then you would measure your campus against the standard by subtracting 90% (the standard) from 95% (your campus score). The difference would be +5. In other words, your campus is exceeding the exemplary standard on that indicator. What about the students who did not pass? We are trying to reach 100% of our students!! A plan must be made for those who did not meet the standard.



**AEIS Comparison Chart: All Grades Tested**

	Acceptable	Recognized	Exemplary
<b>Base Indicators</b> <b>2009-2010</b> <b>Campus</b> <b>Performance</b>	<b>Standard (varies by subject):</b> <b>Reading: <math>\geq 70\%</math></b> <b>Writing: <math>\geq 70\%</math></b> <b>Social Studies: <math>\geq 70\%</math></b> <b>Mathematics: <math>\geq 65\%</math></b> <b>Science: <math>\geq 60\%</math></b>	<b>Standard (same for all subjects): <math>\geq 80\%</math></b>	<b>Standard (same for all subjects): <math>\geq 90\%</math></b>
<b>TAKS (use most recent results &amp; most recent standards criteria)</b>	<b>Standard – Campus Score = Difference</b> <i>Example: <math>70 - 65 = 5</math> below standard</i>	<b>Standard – Campus Score = Difference</b> <i>Example: <math>75 - 65 = 10</math> below standard</i>	<b>Standard – Campus Score = Difference</b> <i>Example: <math>90 - 65 = 25</math> below standard</i>
<b>Reading/ ELA</b>	<b>70</b>	<b>80</b>	<b>90</b>
All Students			+7
African American			>+9
Hispanic			+7
White			+8
Econ. Disadvantaged			+6
<b>Writing</b>	<b>70</b>	<b>80</b>	<b>90</b>
All Students			+8
African American			N/A
Hispanic			+7
White			+8
Econ. Disadvantaged			+6

**AEIS Comparison Chart: All Grades Tested (Continued)**

<b>Social Studies</b>	<b>70</b>	<b>80</b>	<b>90</b>
All Students			+8
African American	N/A	N/A	N/A
Hispanic			+6
White			+8
Econ. Disadvantaged			+8
<b>Mathematics</b>	<b>60</b>	<b>80</b>	<b>90</b>
All Students			+6
African American			>+9
Hispanic			+5
White			+7
Econ. Disadvantaged			+3
<b>Science</b>	<b>55</b>	<b>80</b>	<b>90</b>
All Students		+9	
African American	N/A	N/A	N/A
Hispanic	+22		
White			+1
Econ. Disadvantaged		+7	

**AEIS Comparison Chart: Grade Level**

For this portion of the assignment, **select a grade level** at your campus.

	Acceptable	Recognized	Exemplary
<b>Base Indicators</b> <b>2011</b> <b>System</b> <b>Components</b> <u><b>Grade 8</b></u>	<b>Standard (varies by subject):</b> <b>Reading: <math>\geq 70\%</math></b> <b>Writing: <math>\geq 70\%</math></b> <b>Social Studies: <math>\geq 70\%</math></b> <b>Mathematics: <math>\geq 65\%</math></b> <b>Science: <math>\geq 60\%</math></b>	<b>Standard (same for all subjects): <math>\geq 80\%</math></b>	<b>Standard (same for all subjects): <math>\geq 90\%</math></b>
<b>TAKS (use most current AEIS data &amp; standards)</b>	<b>Standard – Grade Level = Difference</b>	<b>Standard – Grade Level = Difference</b>	<b>Standard – Grade Level = Difference</b>
<b>Reading/ ELA</b>	<b>70%</b>	<b>80%</b>	<b>90%</b>
All Students			+4
African American		0	
Hispanic		+5	
White			+6
Econ. Disadvantaged			+1
<b>Writing</b>	<b>Not Administered in the 8<sup>th</sup> Grade</b>		
All Students			
African American			
Hispanic			
White			
Econ. Disadvantaged			

**AEIS Comparison Chart: Grade Level (Continued)**

<b>Social Studies</b>	<b>70%</b>	<b>80%</b>	<b>90%</b>
All Students			+8
African American	N/A	N/A	N/A
Hispanic			+6
White			+8
Econ. Disadvantaged			+8
<b>Mathematics</b>	<b>65%</b>	<b>80%</b>	<b>90%</b>
All Students			+8
African American	N/A	N/A	N/A
Hispanic			+6
White			+8
Econ. Disadvantaged			+3
<b>Science</b>	<b>60%</b>	<b>80%</b>	<b>90%</b>
All Students		+9	
African American	N/A	N/A	N/A
Hispanic	+7		
White			+1
Econ. Disadvantaged		+7	

**AEIS Comparison Chart: Other Factors**

	Acceptable	Recognized	Exemplary
<b>Base Indicators</b>	<b>Standard:75%</b>	<b>Standard:85%</b>	<b>Standard:95%</b>
<b>TAKS (use most current AEIS data &amp; standards)</b>	<b>Standard – Campus Score = difference</b>	<b>Standard – Campus Score = difference</b>	<b>Standard – Campus Score = difference</b>
<b>Completion Rate I (High School)</b>	Not Applicable at the Junior High Level		
All Students			
African American			
Hispanic			
White			
Econ. Disadvantaged			
<b>Base Indicators</b>	<b>Standard:1.6%</b>	<b>Standard:1.6%</b>	<b>Standard:1.6%</b>
<b>TAKS (use most current AEIS data &amp; standards)</b>	<b>Standard – Campus Score = difference</b>	<b>Standard – Campus Score = difference</b>	<b>Standard – Campus Score = difference</b>
<b>Dropout Rate (Grades 7 &amp; 8 only)</b>			
All Students			+1.3
African American			0
Hispanic			0
White			+1.3
Econ. Disadvantaged			0
<b>Base Indicators</b>	<b>Standard:95%</b>	<b>Standard:95%</b>	<b>Standard:95%</b>
<b>TAKS (AEIS reports the previous year's attendance rate)</b>	<b>Standard – Campus Score = difference</b>	<b>Standard – Campus Score = difference</b>	<b>Standard – Campus Score = difference</b>
<b>Attendance Rate</b>	<b>+1.7%</b>	<b>+1.7%</b>	<b>+1.7%</b>

**Part 5: Area of Strength (ELCC 2.1 a.; 2.2 a., c.; 2.3 a., b., c.)**

In part 4, you completed the AEIS Comparison Charts to record your school's scores and compare them to the standards for each AEIS rating by computing the difference between the standard for Acceptable, Recognized, and Exemplary in each subject, grade, and subgroup. Next, you will use the data to determine areas of strength and weakness at the campus. In a later assignment, you will use the data to build an action plan for school improvement.

**Directions**

1. Use the AEIS Comparison Charts to target one area of strength and two areas of weakness at the campus.
2. In the workspace below, briefly explain why you chose each area of strength and weakness.

Identified Area of Strength	Why I Chose It
1. 8 <sup>th</sup> Grade Mathematics	I chose Math as the area of strength because the scores in math have shown a steady increase in all populations since 2003. Liberty Hill 8 <sup>th</sup> graders performed 17% better (98%) when compared to the state average of 81%. In addition, all sub-populations exceeded the 90% passing score by 3-8 percent.

Identified Area of Weakness	Why I Chose It
1. 8 <sup>th</sup> Grade Science	The 8 <sup>th</sup> grade Science test continues to be an area of concern even though scores have risen steadily since 2003. On the 2009-2010 the science was the only score that did not meet the Exemplary rank using the standard accountability measure. It was only using TPM that the score was elevated to allow the school to accomplish the Exemplary rank. Science was also the only area where scores for a sub-population fell in the acceptable category.
2. 8 <sup>th</sup> Grade Reading	On the 8 <sup>th</sup> grade Reading Test two sub-populations achieved scores less than 90%. The African-American and Hispanic populations were 80% and 85% respectively. Since reading affects all of the other testing areas it is important to review the needs for these sub-populations and affect changes that will increase the performance in alignment with the other sub-populations.

**E-portfolio assignment:**

**Complete “II-004 Curriculum, Measurement, and Alignment of Resources”  
Course-Embedded Log 1 in TK20.**

Continue to complete and place Campus-supervised reflection logs in your 3-ring binder. You must post Campus-supervised Summary Reports in TK20 after your 4<sup>th</sup> course, and at other intervals as specified in TK20. All course-embedded and campus-supervised logs must be completed by your 11th course in the program prior to the EDLD 5398 Internship course.